Influence Of Somatic, Auditory, Visual, Intelectual Approach (Savi) And Learning Motivation To Students Social Studies Results Of Grade Iv Of 060809 Public Elementary School Medan Denai Academic Year 2016/2017

Rotua Samosir[1], Sugiharto[2], Siman[3]

[1](Basic Education of Postgraduate School, State University Of Medan, Indonesia)
[2,3](Lectures in State University Of Medan, Indonesia)
Corresponding Author: Rotua Samosir

Abstract: *This research is aimed to know the influence of Somatic, Auditory, Visual, Intelectual (SAVI) approach and learning motivation to social studies learning result of the fourth grade Elementary School. This research was held in ElementarySchool 060809 Medan Denai with population of all fourts graders is 50 students. The samples of this research were students of IV-A and IV-B, that have 26 and 24 students. The method used this research was experimental quasi method with the design of factorial 2x2. Instruments used in this research were test based on learning result, and question naire learning motivation. Data analysis technique used is ANAVA technique with the significant level of 0,05. The results of the research show that (1) the learning result of group students who were taugh with SAVI approach is higher compared to the learning result of group students who were taught with conventional approach with sig 0.296 < 0.05, (2) there is an influence of high and low learning motivation to the result pf social studies showed by sig 0.604 > 0.05 and, (3) there is no interaction between SAVI approach and students motivation to the result of social studies that is shown by sig 0.336 > 0.05.*

Keywords: *learning motivation, learning result, SAVI approach*

I. Introduction

Social studies has an important role for the life of modern society and it needs skillful knowledge, points and behavior. Social studies teaches students about one of the lesson given from the Elementary school / Junior High School / Senior High School. Social studies discuss about some incidents, fact, concepts, and generalizations deal with social issues. For Elementary and Junior High School, social studies includes, students will face a great challenge because global life will always change. Because of that, social studies is desiqued to develop knowledge , understanding, and analytical skills for the condition of society to enter the dynamic social life.

Departement of National Education [1] states that : "There are goals of learning social studies for students, such as (1) in order to every student to be a goal citizen; (2) to train students to have a mature thought to face and solve social problem and (3) in order to every students can inherit and continue the culture of the country".

Based on the observation result in the field , researches saw that in learning social studies, students still given some notesand tasks from the teacher, but students did not understand the lesson. Theacher of IV graders in delivering the material of social studies only use conventional approach such as preaching, asking and answering, tasking, demonstrating and practicing without involving the students to be active in it, so that it made students bored, not interested in learning or students motivation became very low, also students easily forgot about the lessons they are just learned. Then students fell hard to focus in following the lesson and did irrelevant activities such as playing, feeling sleepy, or even being noisy when the lesson was still in progress these caused them to have low spirit in learning and material tought not be applied in daily life. The teachers still used the memorizing method, and they involve them in learning.

Eventought sometimes the teachers already involved them but they still found it hard to grasp students attention. Learning focuses on all senses to be used *somatic* is learning by doing and moving, *auditory*is learning by listening and hearing, talking, presentating, argumenting, delivering ideas, *visual* is learning by using eyes, drawing, demonstrating, reading, using visual aids while intellectually is learning through identifying, finding, creating, constructing, problem solving and reflecting [2]

Based on researchers interviews in 060809 Public Elementary School from the students, only 35% of students have high motivation and the other 65% have low motivation. From the result we can see that students motivation are still low which is influenced by some factors, both from the students and from other factors. So, it is teahers duty to motivate students to behave.

II. Literature

2.1. SAVI Approach

Approach is as our point of view through learning process, for example, there are 2 kinds of approach in learning, they are the teacher centered approach and student centered approach. [3]. SAVI is a learning process that combine both physical and intellectual activities involving all senses. In SAVI approach physical movements develop mental process [4]. Parts of human brain involved in body movement (motoric content) is on the side of brain used to think and solves problem. Involving body in learning usually improve integrated. *Somatic* is learning by moving and doing, *Auditori* is learning by talking and hearing, *Visual*is learning by observing and picturing, *Intelectual*is learning by problem solving and reflecting. The phase using SAVI is as follows : (1) presenting the aim and motivating students; (2) organizing students into groups; (3) delivery information; (4) guiding working and learning group; (5) evaluating; (6) giving reward.

2.2. Learning Motivation

Learning motivation is internal and external eneourragement that happen to learning students to do a changing behavior with some supporting indicators [5]. Motivation is energy inside someone's body which is marked by feeling and reaction to reach the goal. Motivation has internal and external components, and they strong bonds between motivation and need and drive with purpose and insentive [6]. There are 3 function of motivations in learning, such as: (1) pushing human to act, as a motor to release energy; (2) deciding direction of action, that is to the aim to reach and; (3) selecting actions, that is selecting actions to do to reach the goal [7].

2.3. Learning Result

Learning result is points in scores students get through test before or after learning process. Learning result is fully behavioural changes, not only in one potential of aspect, but also in patterns of actions, points, undertandings, attitude appreciation and skill [8]. Learning results is a peak of learning process learning result can be an effect of learning and side effect which are useful for both students and teachers [9].

III. Research Methodology

`This research was held in 060809 Public Elementary School Medan Denai. It was held on the second semester of academic year 2016/2017. The population of this research was all student of IV grade that consisted of 2 classes, with total students of 50. Each class consist of 26 and 24 students. The sample of research was determined by total sampling technique, from class IV-A and class IV-B, then determination for class SAVI approach and conventional class was held for class by lot. The subject of the lot was held based on the level of learning motivation students have for each class. From each class, would be taken each sample, such as students who have high learning motivation and students who have low learning motivation. The method used was Quasi experimental method.

The design used was factorial 2x2. Group of research was differenciated from 4 groups based on free variable. So the simple design of research shown as follow:

Table 1. Experimental research design ANAVA 2x2

Group	Motivation Questionnaire	Pre Test	Treatment	Post Test
Experiment Class IV-A (SAVI)	Mt (O_1) Mr (O_2	O_3	X_1	O_5
Control Class IV-B (Conventional Approach)	Mt (O_1) Mr (O_1)	O_4	X_2	O_6

Explanation:
X_1 = Learning Model *SAVI* approach
X_2 = Learning Model Conventional approach
O_1 = Learning Motivation Questionnaire given to class IV-A
O_2 = Learning Motivation Questionnaire given to class IV-B
O_3 = Social Studies Learning result test given before students class IV-A were given treatment with *SAVI* approach

O_4 = Social Studies Learning result test given after students class IV-A were given treatment with *SAVI* approach

O_5 = Social Studies Learning result test given before students class IV-B were given treatment with Conventional approach

O_6 = Social Studies Learning result test given after students class IV-B were given treatment with Conventional approach

IV. Results

The results we got from this research cover motivation questionnaire score and students learning results from classes taught with SAVI and conventional approach. After data was collected hypothesis test was made. Hypothesis test used two-way ANAVA with SPSS 22.0 for windows. The description of statistic two-way ANAVA can be seen on the table below:

Table 2. Results of two-way ANAVA test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2791.371[a]	3	930.457	13.306	.000
Intercept	212640.779	1	212640.779	3040.909	.000
Learing_Model	375.473	1	375.473	5.370	.025
Learning_Motivation	1468.313	1	1468.313	20.998	.000
Learning_Model Learning_Motivation	2.958	1	2.958	.042	.838
Error	3216.629	46	69.927		
Total	255226.000	50			
Corrected Total	6008.000	49			

Based on results two-way ANAVA on table 2, we got significant score of students learning motivation approach of 0.000 because sig 0.000 < 0.05, so hypothesis test results declined Ho or accepted Ha in level alpha 5%. This shows that there is an interactive between learning approach and learning motivation through students learning results. To know more about interaction between learning approach and students motivation of students learning results was held from each group. This test used Post Hoc Test with Tukey Test, and the result can be seen on the table below:

Table 3. Post Hoc Test with Tukey Test

(I) Interaction	(J) Interaction	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound
High - *SAVI*	High – Conventional	6.57	4.080	.383	-4.30
	Low– *SAVI*	12.47*	3.462	.004	3.24
	Low – Conventional	17.97*	2.914	.000	10.20
High – Conventional	High- *SAVI*	-6.57	4.080	.383	-17.45
	Low – *SAVI*	5.90	4.318	.526	-5.61
	Low – Conventional	11.40*	3.892	.026	1.02
Low - *SAVI*	High - *SAVI*	-12.47*	3.462	.004	-21.70
	High – Conventional	-5.90	4.318	.526	-17.41
	Rendah – Conventionall	5.50	3.239	.336	-3.13
Low – Conventional	High - *SAVI*	-17.97*	2.914	.000	-25.74
	High – Conventional	-11.40*	3.892	.026	-21.78
	Low – *SAVI*	-5.50	3.239	.336	-14.13

Based on table 3, the results we got in hypothesis test are:
1. Result of Tukey test show that there is no significant of learning results between group learnt with SAVI approach that has high motivation with group learnt with SAVI approach that has low motivation(mean diff= 6,57 ;sig.0.383 > 0,05).
2. Result of Tukey test show that there is a significant difference of learning results between group learnt with SAVI approach that has high motivation with group learnt with conventional approach that has low motivation (mean diff= 17.971; sig.0,000 < 0,05).
3. Result of Tukey test show that there is a significant difference of learning result between group learnt with SAVI approach that has low motivation with group learnt with conventional approach that has low motivation (mean diff= 11,40; sig.0,026 < 0,05).
4. Result of Tukey test show that there is no significant difference of learning result between group learnt with conventional approach that has low motivation (mean diff= 5,50; sig.0.336 > 0,05).

From the analysis above we can conclude that there is a positive interaction between SAVI approach and motivation in influencing students learning results.

V. Conclusion

Based on the research result we can take some conclusions such as (1) there is an influence between SAVI approach with students learning results in social studies for grade IV students of 060809 Public Elementary School Medan Denai. This can be seen from students learning results taught with SAVI approach are better than students learning results taught with conventional approach; (2) there is a motivation influence from students learning results in Social Studies for grade IV students of 060809 Public Elementary School Medan Denai. This can be seen from students learning results that have high motivation are better than students learning results that have low motivation; (3) there is no interaction between learning approach and motivation through students learning results in Social Studies for grade IV students of 060809 Public Elementary School Medan Denai. Interaction can be seen from there is no significant difference between mean learning results taught with SAVI approach with high motivation and conventional with low motivation, SAVI approach with low motivation and conventional with low motivation and also conventional with high motivation and conventional with low motivation.

References

[1]   Depdiknas.2006. *Ilmu Pengetahuan Sosial*. Departemen Pendidikan Nasional.
[2]   Shohimin, A. 2013. 68 model pembelajaran Inovatif dalam kurikulum 2013. Malang: Ar-Ruzz Media.
[3]   Killen, Roy. 1998. Strategi Belajar Mengajar. Bandung:Depdikbud
[4]   Meir,Dave. 2004. The Acceleratid learning Handbook. Alih bahasa Rahmani Astuti.Bandung.Penerbit Kaifa
[5]   Uno, H. 2008. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara
[6]   Hamalik, O. 2010. *Proses BelajarMengajar*. Jakarta: Bumi Aksara
[7]   Sardiman. 2009. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali.
[8]   Suprijono, A. 2010.*Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
[9]   Dimyati & Mudjiono.,(2006).*Belajar dan Pembelajaran.* Jakarta: Rineka Cipta